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ABSTRACT

The four theme papers prepared for the International Symposium on Career Development and Public Policy served as an organizing framework for discussion. The theme papers were on the following topics: (1) Preparation for the World of Work; (2) the Impact on Career Delivery Services of Information and Communications Technology; (3) Connecting Career Development and Public Policy with Counseling Process Issues; and (4) Career Development and Public Policy: The Role of Values, Theory, and Research. The agenda for the symposium maintained a balance between providing information and creating opportunities for discussion. The first two days were devoted to setting the context and clarifying issues. The third day focused on creating a vision for the future that reflected the major policy and program planning elements that emerged. The goal was to create an international action plan that contained national follow-up action components. Key issues for the future include the importance of building a bridge between policy and practice; creating a clear definition of policymakers; promoting practitioners to become involved in creating policy; and understanding the significant role of the press in influencing policymakers. An edited synopsis of the presentations and discussions is provided. (JDM)

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Symposium Proceedings

By

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22. SYMPOSIUM PROCEEDINGS

Lynne Bezanson and Bryan Hiebert (Canada) Facilitators
Tony Watts (United Kingdom) Rapporteur

The four theme papers prepared for the Symposium served as an organizing framework for discussions. The theme papers were as follows.

- **Preparation for the World of Work** focussed on research and public policy pertaining to the availability of work, the ways children, youth and adults are prepared for work, including transition services, job training, education, public awareness, the construct of work itself and the roles of education and employers.

- **The Impact on Career Delivery Services of Information and Communications Technology** focussed on research and public policy pertaining to the delivery of career development and guidance-related services in the future, including who is entitled to career development services, mode of delivery, criteria and standards for service delivery, how services are evaluated and the impact of technology on traditional program and service funding.

- **Connecting Career Development and Public Policy with Counselling Process Issues** focussed on expanding the boundaries of both public policy and counselling process to more effectively assist individuals in making successful transitions from adolescence to adulthood, from one job to another, from unemployed to employed, from employed to retirement, and from high school or job to higher education.

- **Career Development and Public Policy: The Role of Values, Theory and Research** focussed on the key issues, conceptual models and political philosophies underlying career development and guidance-related services.

The agenda for the symposium maintained a balance between providing information and creating opportunities for discussion. The first two days were devoted to setting the context and clarifying issues. Each half-day began with a presentation by one of the theme paper authors. Then, three country teams were given 10 minutes each to highlight important points in their paper, link ideas in their paper to ideas from other countries, or discuss points in the theme paper that might improve career services in their country. This was followed by brief commentary from the rapporteur. Each group of presentations was followed by a short question period to clarify points from the presentations or issues from the paper that were not in the presentation.

Participants then divided into small discussion groups. Each group comprised people from different countries and a mix of policy makers and career development professionals. Group facilitators were asked to encourage a tone of proactive action planning in the discussion, looking to the future while being informed by what is happening in other countries and the visions painted in the theme papers. The day ended with a report back from each group facilitator, followed by open discussion. Summary comments from the rapporteur concluded the day. The third day focussed on creating a vision for the future that reflected the major policy and program planning elements that had emerged from the first two days. The goal was for the Symposium to create an international action plan that contained national follow-up action components.

The prevailing opinion during the symposium was that the discussions provided a rich and concentrated exchange of ideas. An edited synopsis of the presentations and discussions is provided so readers might get a sense of the dynamic flow of ideas. In the general discussion sections of the proceedings, individual participants are not named; however, the text remains as close as possible to their original comments.

DAY 1

Lester Oakes (New Zealand) opened the symposium on behalf of the Co-ordinating Committee by welcoming participants. Then Susan Scotti, Director General of Human Resources Development Canada (HRDC), brought greetings from Canada and HRDC. Lynne Bezanson, co-facilitator, outlined the structure of the Symposium highlighting the objectives and anticipated outcomes (as mentioned in the introduction to this volume) and indicating how the Symposium was organized to facilitate those outcomes. Participants were invited to consider what would be personal indicators of a successful symposium and encouraged to think toward Day 3 when the focus would be on drafting an international vision for the future, identifying collaborative initiatives and articulating action steps.

Synopsis of Theme Presentation on Preparation for the World of Work

Work is a fundamental concept in all cultures; however, the content of work and the nature of work vary greatly across nations, as does the meaning that work has in the lives of individuals. Thus, preparation for work needs to involve the development of a broad range of personal attributes (e.g., self-confidence, valuing one's chosen work, honesty, reliability) and general skills (e.g., punctuality, job search), in addition to job-specific competencies. The end point of this preparation is employability. Employability is the learned capacity of a person to engage in work. Employability may or may not result in employment, depending on the availability of jobs.

Employability and the preparation for work are affected by the major social and economic trends happening today. These trends create a dramatic change in the structure of work. Increasingly, people are moving toward "protean careers" where career mobility is conceptualized in terms of horizontal movement and expanding personal competencies, rather than vertical growth.

In light of the above, the role of schools in preparing students for work is changing. A debate continues as to the relative importance of education and employability training in a school's mandate. Perhaps a more central issue concerns finding ways to make schools more career relevant.

New Zealand Synopsis

New Zealand has an integrated system with flexible movement throughout. Individual responsibility for career development, transition, "upskilling" and lifelong learning is emphasized. The government role is to facilitate relationships between stakeholders, ensure that high quality information is available, provide financial support for participation in education and ensure education is of adequate quality. Subsidies for study are available to all. There are four key issues relevant to career information and guidance that the New Zealand team tabled for consideration.

- **Credibility.** Research and hard data demonstrate convincingly the need for funding support, especially in delivery gap areas (i.e., rural).

- **Accessibility.** Kiwi Careers <http://www.careers.co.nz/ index.htm> has been a major step toward ensuring wide accessibility. Kiwi Careers is an integrated Web site, funded by government and, in principle, universally accessible. In practice, more awareness is needed and more promotion needs to be done. Access to the technology through a range of access points needs to be addressed.

- **Impartiality.** The tertiary (post-secondary) sector has opened up significantly in New Zealand due to government funding of tertiary education and training. A concern is that educational institutes have a vested interest in attracting or retaining students and this poses a risk to the provision of impartial information.

- **Quality.** Schools have no standards with respect to the quality of guidance provision. While career education is mandatory, and funding is provided, schools do not have accountability measures to ensure funding is allocated to career information and guidance. Also, competencies of guidance counsellors and careers advisers are not standardized.

Argentina Synopsis

A key question to consider is "what is work?" In Argentina, work is still defined as a chore required to earn income. Unemployment is high. The

guidance system is fragile, with no structure or legislative support, insufficient resources and inadequate educational budget (3.9 percent of the national budget). The inadequate budget is the primary difficulty. Regional disparities exist throughout the country, and there is a significant (20 percent) school drop-out rate. There is a need to increase the quality of education and to infuse career guidance more adequately throughout the system. There are many professionals (psychologists, psycho-pedagogues and psychiatrists) with responsibility to prepare citizens for work, but inadequate systemic support for them. There also is insufficient specialized preparation for career development professionals. Access to guidance services is difficult. The need for adult services has only recently been recognized. A question to consider is whether there is a threshold of education or wealth that needs to be met before it makes sense to do career development, or is career development part of the solution (i.e., a way of reaching the threshold)?

Rapporteur comments

The Argentina situation is illustrative of many countries, characterized by the enthusiasm of individuals, but inadequate systemic support. While legislation often exists, there is a general lack of funding support for its implementation. A fundamental issue is "what case can be made for enhancing guidance and career development services in less financially developed countries?"

Ireland Synopsis

In Ireland, the delivery of career guidance is strong in the education sector, but relatively weak in the labour market sector. At the same time, a thorough review of government papers demonstrated a complete lack of policy documents related to guidance in the education sector. No legislative records could be found to trace the development of career services. It appears that most initiatives related to career guidance have been developed on an ad hoc basis. This is also true for initiatives related to labour market services, trade unions and employers. The Ireland country paper is the first step in filling a gap in this area. The following challenges still need to be considered:

- There is a need for a coherent policy framework across the education sectors and between education and labour market sectors.
- There is a need for a national framework delineating the roles of different guidance practitioners, requisite training, qualifications and consistent standards.
- Effective information technology to provide meaningful career information is needed.
- There is a need for a stable and adequate funding base to ensure meaningful provision of guidance programs and services.

In Ireland, it has been a "bottom up system" with the drive for change coming primarily from practitioners. Training and internal policies have been developed and implemented by the professional association, in many ways bypassing the policy makers and professional psychologists. The strength of the profession has rested in the self-reliance of the association, its innovation and grass-roots initiatives in the field.

Rapporteur comments

The inherent tension between education and labour market authorities is a shared issue across many countries. This has enormous policy implications. In the Ireland country paper, the National Centre for Guidance in Education (1995) is described. It has been supporting innovation nationally. As a result of Ireland's national centre, civil servants pay attention to practitioners. A number of countries have similar bodies that serve to bring together practitioners and policy makers. Where they don't exist, perhaps they should be considered.

Open Discussion

The prevailing themes arising from the discussion that followed these presentations are summarized below, along with a synthesis of points made in the discussion.

Each country talked about the lack of money as a major impediment. The questions were posed: "How can we demonstrate a return on investment for career development? Have any countries had success in achieving this?"

- It can be useful to look at non-completion rates in higher education. In Ireland, most young people stay in school (82 percent stay to 18 years of age, 85 percent transfer into further education). The non-completion rate in higher education is rather high, however. Recent research has demonstrated that non-completion is costing the country £35 million to £50 million per annum. With these statistics, it is possible to demonstrate the cost benefit of guidance as a tool to decrease non-completion rates.

- The low job-hopping rate has been used as an indicator in China, where the value of guidance is shown by decreased rates.

- Some concrete examples exist in the United States. In Los Angeles, having counsellors in schools has reduced student violence. Also, national drop-out rates have been reduced as a result of providing career services.

Connecting students to opportunities

How can counsellors and teachers access current labour market information in order to know about growth areas (and, therefore, be able to assist students in connecting with appropriate opportunities)?

- In Ireland, there are four key sources:
  - newspapers (two national dailies have current and accurate weekly information about the labour market);
  - the Department of Enterprise, Training and Employment (publishes forecasts which are somewhat bureaucratic and not widely used);
  - feedback from education directors (collect and distribute information regarding where graduates find employment); and
  - industrial authorities (offer training for guidance practitioners about job growth and skills shortage areas).

- Supply and demand information is not a panacea. Often, it is not perfectly predictable and is easily misinterpreted. For example, high growth in areas of low base activity results in few job openings.

- "What's hot–What's not" risks oversimplification and ignores many regional and cultural issues. A risk of focussing on "what's hot" is that once the public learns the information, everyone is onto it and it may no longer be hot.

- There is a general lack of systematic occupational outlook information. Canada and the United States are leaders in this area, but most countries don't have usable information.

What career development outcomes make sense in non-wage economies?
In northern Canada, paid work in the traditional sense is an inadequate indicator. Outcomes such as productive choices, levels of activity and contributions to community make more sense. The meaning of work and the increasing demands traditional work is making need to be better understood.

Challenge of influencing at the political level

- In Ireland, a concerted effort to engage parents as lobbyists/advocates for guidance has been successful. Practitioners have also advocated with trade unions.

- The United States suggested that a template of model career guidance legislation, which could be tailored to different national contexts, might be useful. Models may assist to move the agenda.

Synopsis of Theme Presentation on the Impact on Career Delivery Services of Information and Communication Technologies

There is an increasing demand from consumers for technology-based career services. However, there are many issues associated with this demand:

- What is the driving force — careers guidance or technology? For maximum benefit to careers guidance, there needs to be a guidance

theory base to the technology or the Internet site, not a computer theory base.

- Equity and access concerns prevail. Less affluent areas have reduced access to technology-based services. There is a risk of widening the gap between rich and poor if there is an over reliance on technology in careers guidance. At the same time, technology can improve access to guidance at a distance, overcoming geographic isolation or lack of transportation. Technology can exclude and include.

- Service providers will need to become more comfortable using technology, and more comfortable with clients using the technology in a self-directed manner. Realistically, clients have access to abundant information, and "kitchen table" career advising is bound to become more frequent. What is needed is a way to sort what issues are and are not appropriately helped by computer-based services.

- Client self-use creates a whole set of issues around quality. Several organizations have created quality standards for Web-based information, but there is no enforcement mechanism. The public needs to be educated about the existence of these standards and encouraged to become critical users capable of scrutinizing information for accuracy, bias and reliability.

- In educating consumers of technology-based career information, it is important to emphasize that the data provided through technology only become information when connected to a user's mind and heart. Meaning is constructed by the user, not the software.

- Practitioner training needs to focus on increasing practitioner comfort with using technology both for themselves and with clients. We need to acknowledge the fear of practitioners and train them to integrate their human skills into a technological environment. Career practitioners can become the human conduit for shaping and interpreting information and making meaningful connections.

Canada Synopsis

The Canadian context is characterized by rapid globalization of economies and markets, resulting in more complex and unpredictable futures for youth and others trying to enter the labour market. There have been significant role shifts between federal and provincial/territorial governments and among government-sector bodies. For example, adult career counselling services are shifting from federal to provincial bodies. There also have been changes in funding and governance across all systems. One result is more emphasis on individual responsibility and the need for career self-management. Education is increasingly emphasized as the "secret" to securing a good future. However, this increased demand for education comes at the same time as funding is being constricted. There is pressure to

better define career development and to make its delivery structure more coherent. There is no national delivery system. Presently, career development is organized around three main delivery systems: career education, career counselling and employment counselling, but the delivery system is fragmented.

What has Canada been doing?

- In Canada, we have developed a significant number of partnerships between business and industry to focus attention on the connection between school and work.

- We have an extensive collection of quality resources developed over the last several years, through partnerships between federal and provincial governments, universities, educators, individual researchers and non-profit institutions. Examples are the Real Game Series, Career Prospects and the Creation and Mobilization of Counselling Resources for Youth (CAMCRY) initiative.

- National standards initiatives are under way for both practitioner and client competencies.

- The education system in Canada is within provincial jurisdiction. It is also a "soft" system (in which individuals make choices as opposed to the system mandating set routes). In general, career development has been undervalued and outside the mainstream curriculum. There is increased value being placed on career development curriculum and efforts to fit career development into the education agenda.

Challenges that need to be addressed

- We need to recognize and deal with the tension between practitioners and policy makers. Why does this tension exist? Does it need to continue? How do we motivate practitioners to face those systems/ institutions that don't value them? National debates on social and economic issues never include career development themes.

- How do we move to a more coherent and linked career development system? There are serious gaps, especially students going directly from school to work and adults who do not meet criteria for free services.

- We need to focus on accountability. What are the key elements that determine the public's satisfaction with career development services?

- We need to develop better educational strategies to help teachers value career development.

Rapporteur comments

It is worth noting the role a national body can play in supporting a co-ordinated structure. In Canada, the Canadian Career Development

Foundation is a national body positioned to advocate and play this role. Where there isn't such a body, it's much more difficult.

Finland Synopsis

Traditionally, Finland has had a relatively centralized system, but this is changing. For example, many schools are now setting their own curriculum based on national guidelines. Today, two major guidance systems function in Finland: the educational system and the vocational/employment system (with some private providers). Generally, services are offered free of charge. There is some co-ordination between these systems, but they generally depend on local activity/individuals for implementation. Key issues for the future include the following:

- In the transition from school to work and the relationship between education and employment systems, who is responsible for assisting youth and for supporting them in their integration into the workplace culture?
- We must prevent social exclusion for young and old alike.
- Is accessibility of the counselling system transparent from the perspective of those needing services?
- Lifelong learning also means lifelong guidance and counselling.
- How do we raise the profile of counselling and guidance in the eyes of decision makers?
- We need to better define the objectives of evaluation.
- We need to focus on effective use of information technology.

Rapporteur comments

Social exclusion is an important shared issue. Finland is somewhat unique in that it has a strongly professionalized group *both* in education and in employment. Should we consider their model for application elsewhere?

China Synopsis

In China, there is a philosophy that schools and universities should be responsible for career and employability training. Thus, employers are increasingly working with teachers. Two programs at Hong Kong University focus on employability, which is defined as transferable skills and job-finding skills. China is also developing a list of employability competencies and examining how these competencies can be integrated into learning, so education is not just knowledge-based. Students are required to produce evidence of their competencies. Students report every two months to a teacher/mentor, and their competency portfolio is reviewed by their

peers and teachers. If they do not complete this portfolio assessment, they do not graduate. However, the emphasis is on completion, not quality.

Drawbacks in China include a strong focus on the economy, and much less on the emotional and psychological impact of career development programs on individuals. China has no career development policy framework; rather, it depends on enthusiastic individuals. The government recently has made it a priority to build a system for delivery of career development services and will be actively seeking expertise internally and internationally to assist.

Rapporteur comments
The notion of individual choice as a capitalist vice is an interesting one. China has gone through a massive transformation and is one country with two systems. It raises an interesting question: To what extent should career development professionals involved in service delivery (teachers and guidance practitioners) be expected to deliver management skills and employability skills?

Open Discussion
The prevailing themes arising from the discussion that followed these presentations are summarized below, along with a synthesis of points made in the discussion.

Access and demand for services

- Access to service is an important issue. The general reduction of career counselling services, coupled with an assumption that technology will be a substitute for service, is a major concern that is not being debated (Canada). There are many assumptions being made regarding people's self-reliance and their capacity to benefit from technology. We need to identify what core career development services look like and be rigorous in studying the actual learning which results when services are delivered using different modalities.

- The flip side is who's complaining about the access question? The public in Canada is not really up in arms about the lack of career development services. If it were, there already would have been a political response to it.

- The public doesn't always have a voice for complaints. Often, it's those who are marginalized and at risk of social exclusion that need services most. This group is least likely to have a way to voice complaints.

- It is easy to use technology as a way of overlooking access problems. England has just launched a substantial funding initiative for the guidance of adults. The decision was made, however, exclusively on resource grounds. As a result, there is greater emphasis on information than on guidance. There has been no cost-benefit analysis.

- There are many people who could benefit from service but they don't know it exists. Research in the United Kingdom on the barriers to guidance has demonstrated that there is a lack of understanding regarding what guidance is and what it can do. A major barrier is the professional jargon we use. It gets in our way when we try to increase the profile of guidance with politicians and with the public. It also gets in our way when working with clients. There is a hidden market for guidance: many people could benefit but do not know what is there. Demand cannot be clear when consumers do not know what is available.

- Career development services focus on the supply side, but what do we understand of the demand side of this sector? It might be useful to ask: What do people see as their guidance needs? What do they see as their role in guidance, and what do they need to do before they can even ask appropriate questions? What do consumers consider to be "good" guidance?

- Students are a huge consumer group. We have not paid attention to them as a constituency. In the United States, major changes in education policy and curriculum have resulted from student activism.

Policy/practice gaps

- The provincial government in British Columbia (Canada) has mandated career development curriculum in schools. Implementation, however, has been a disaster because policy was ahead of infrastructure. Teachers have not been adequately trained to deliver the curriculum. As a result, career development in the schools has lost credibility. Because it was so poorly delivered, people have concluded that guidance is useless.

- On the supply side, citizens (United Kingdom) are expressing a need, but facilities are not in place to respond. In many sectors, people have found alternative mechanisms for the supply side. One example of this is in Helsinki, where a newspaper network, not practitioners, has met the need by sponsoring the development of career services. They think it will help to sell newspapers. The newspaper Web site offering career counselling and guidance <http://www.careerstorm.com> is only a few months old and, therefore, evaluation results are not yet available. Delivery is not the exclusive domain of practitioners. The fundamental issue is quality. If an outside group (like Finland's newspaper) can meet the need and deliver quality service, then more power to it!

- The policy/practice gap is an issue in elementary and secondary education. The introduction of new curriculum is difficult (as is in-service training) because such policy rarely brings additional resources with it. Rather, educators are expected to deliver career curriculum in addition to what they're already doing. Career

development needs to be accepted as valuable in the same way as academic subjects.

- The recognition of career development as a distinct specialized area is critical in education and often overlooked.
- Part of the difficulty has been inadequate training and inflexible work practices. In education, classroom time is the only time considered "real work." Therefore, in-service training gets reduced. Training needs to be viewed as part of the regular work cycle.
- Career education for adults has been in place for the last nine years in France, where all citizens share the right to free access of comprehensive career counselling. It is widely accessible to anyone who seeks it. But, workers are not accessing services; they fear that if they do, their employers will consider them disloyal.
- Students in the school system are being tested at grades 3, 6, 9 and 12 in Ontario (Canada) through provincial examinations. The purpose is to ensure quality standards. Schools are highly motivated to meet these standards. Those areas that aren't tested, such as career guidance, won't be emphasized and won't be funded. If guidance is not tested, we may miss the boat.

Discussion Groups

Working groups were then formed and invited to discuss the following issues and prepare a report back to plenary.

Discussion Questions

Country Paper Presentations

1. What are the strengths in policy and practice that are moving the countries who presented in the right direction?

2. What are the challenges that are acting as barriers for these countries?

Theme Paper Presentations

1. How are we currently responding in policy and practice to this theme?

2. What are the implications for future collaboration both nationally and internationally?

3. Is my country a resource to others in terms of this theme?

Report Back from Discussion Groups

The following comments summarize the salient points arising from small group discussions. They have been grouped into common themes.

Educating the Public about Career Development

- We are weak advocates and do not "tell our story" or "sell" our worth.
- Common and clear language is needed.
- It is more than information, it is educating people to be critical users of career services, however they are delivered.
- At the political level, we need to translate our models into understandable, meaningful, sound bytes to get political attention and priority.

Influence and Accountability

- The evaluation of guidance initiatives is difficult. Initiatives are often "here today and gone tomorrow." Sustainability is an issue. Many initiatives stop at development and are not integrated into delivery systems.
- A shared stable model for career development would support stronger evaluation. Accountability for outcomes is crucial for credibility.
- More research on effectiveness of interventions and ways to communicate this research to stakeholders (politicians, funders, consumers) is needed.
- We need to "operationalize" quality in a way that meets the needs of stakeholders.
- The phone has to ring. Those with policy influence must be interested in, or made to be interested in, career development. In Ireland, parents and trade unions have become influencers for career services.

Policy Issues

- Social inclusion is a powerful tool to change policy.
- Policy directions are clearly connected to values in society. The value society places on the need for career development will drive policy development.
- Templates for policy, action and legislation would be excellent tools. Forums, such as this, could develop such templates for adaptation/adoption.

- Accessibility needs to be clarified. Who should receive publicly funded career services? Using technology wisely to contribute to career development processes must be mastered. Ethical concerns are raised when providing unmediated, unevaluated technology.

Infrastructure

- In Canada, HRDC, which functions below the political level, is responsible for much career development progress. Given the lack of political support generally for career services, is a model such as HRDC preferable?

Rapporteur Summary

This has been one of the richest professional debates I have ever attended. Part of this depth may be due to the fact that we spent time getting grounded in each others' structures. Policy is not boring, it is central to our field. Practitioners cannot achieve their aspirations without the support of policy and vice versa. We need to focus on understanding the structures that influence policy. Organizations such as the Canadian Career Development Foundation and the National Occupational Information Coordinating Committee in the United States should exist in all countries. Initiatives such as those devoted to ensuring quality standards can only be achieved through such bodies.

The role of policy varies considerably: legislation, systemic funding, initiative funding and regulation. These are all key issues that need to be, unstitched. How do we get into the process of influencing policy? How do we articulate effective sound bytes? Can we find ways to tap into policy makers' own personal experience as parents? How can we get advocacy groups working on our behalf? If we try to do it all ourselves, we may be seen as advancing our own needs, whereas other stakeholders can be a much more powerful voice.

Educational guidance is often poorly delivered, and this is bad public relations regarding the need for guidance. How do we address the lack of training for teachers and the systemic barriers, such as the lack of performance measures for guidance-related school performance? If we believe that the notions of work and career are fundamentally transforming (and we need to test this assumption), we have to acknowledge that there will be a massive increase in demand for services that assist citizens in becoming more self-reliant managers of their careers. We need to educate potential users of services about this. Our frame of reference needs to be broadened beyond employment. What are the respective roles of the various sectors involved in provision of services? Who is to pay for it all? Information technology is important, but it doesn't provide the whole answer. The example from France is illuminating. If employees feel employers will question their loyalty, they won't use the services. How do

we market what we do as a possible solution to the massive changes we're currently facing?

DAY 2

Synopsis of Theme Presentation on Connecting Career Development and Public Policy with Counselling Process Issues

A case study was presented to illustrate three key factors in the counselling process that have policy implications.

- **Define the problem.** Counsellors need to expand the way they think of problem definition. There can be considerable disparity between what counsellors and clients perceive to be the issue. Counsellors can readily retreat to comfort zones based on what we have to offer and our need to do something rather than to understand the issues fully before acting. Problem definition must include personal factors in addition to traditional employability dimensions. This requires other ways of tapping client experiences that underlie a client-centred and holistic approach. It involves also, policies that support working with people holistically, including broad issues, such as self-worth and personal meaning, as well as employment.

- **Affirm the dignity of the person.** Counselling must affirm personal dignity. Clients need to feel like they matter. Counsellors need to approach this in different ways for different clients in order to address unique aspects of each client's experience. Counselling policies frequently do not affirm, do not acknowledge that unemployment is, for many, unavoidable, and do not consider the changing labour market, the importance of relationship building and the challenges of diversity.

- **Imagination, creativity, and flexibility.** Counsellors need to be reframing agents and to help clients become active, flexible and creative reframers of their own experiences. Career planning and decision making in a rapidly changing labour market require more than traditional linear approaches. Policy needs to support creativity and personal flexibility *while* providing structural guidelines. This calls for a closer and better integration between policy and the counselling process.

Spain Synopsis

The presentation emphasized that it is important to set ideals that guide action, but these must be articulated in clear and simple terms. Clear messages need to be delivered to politicians who are not grounded in the technical complexities of practice. Three key elements of service are:

- personal development and improved self-knowledge;
- adaptation of students and workers to a changing world of work; and

- assistance with finding employment.

As we consider guidance via technology, we must not forget that guidance is a personal process in which human contact is integral. Career development is not yet institutionalized in Spain. There are no guidance departments in primary school. In secondary education and vocational training education, career development is starting to receive attention. Employment centres in Spain fall under the National Institute. Multiple government players exist, serving primarily the unemployed. Spain has been challenged to address multicultural and diversity issues in response to its large immigrant population.

Each country needs to develop its own career development approach. In the future,the International Association of Educational and Vocational Guidance (IAEVG) could play an important role by fostering comparative studies that shed light on the realities of different countries. There is also a need for increased collaboration between federal and regional players and for better training for career counsellors.

Rapporteur comments
In many countries, there is a lack of connection between the educational and employment authorities. This link needs to be strengthened considerably, especially in primary education. If we adhere to the belief that career development occurs across the life span, then an infusion of career guidance at the primary level is necessary.

Australia Synopsis
Australia shares many common issues with New Zealand and Canada. It has seven states, each fiercely independent and with vastly diverse delivery structures. The absence of a national career service has made progress toward national collaboration particularly challenging. Frequent government changes have limited continuity, as each new player represents a new start. The career field is composed of multiple professional associations rather than one industry group. Government prefers to deal with industry groups; thus it is difficult to establish a connection between government and career development professionals. There is a tension between the two key groups involved in service delivery: vocational education training and career providers. The fact that these two groups are interdependent has not been acknowledged. Many papers have been prepared regarding career services. There is a need now to focus attention on implementation.

The current political scene is characterized by economic growth, minor decreases in unemployment, slipping school retention rates and unacceptably high drop-out rates from higher education, apprenticeships and internships. The government response has included the establishment of school-to-work transition programs, school apprenticeship programs and

an increased emphasis on literacy and numeracy. In the past, the government has paid insufficient attention to the area of career development. However, increasing numbers of people are understanding and recognizing the value of career development. Australia is developing a national career information Web site, is considering the adoption of The Real Game and may hold national forums to discuss career issues. Career services are available for the unemployed and for those in transition. In the future, there will be a need to focus on those youth who are falling through the cracks and to identify new ways to maximize outcomes for those who don't proceed to higher education.

Rapporteur comments
The Australian paper prompts several questions: What is best done internationally, nationally, regionally, locally? What co-ordination is needed? Information seems to be ideally managed at the national level to reduce duplication and enable mobility. What other areas call for national co-ordination?

United States Synopsis
Three levels of government influence the nature, structure and delivery of career counselling in the United States. Thus, there are many players at multiple levels. The delivery system is an unco-ordinated mosaic, decentralized and uneven despite attempts to co-ordinate services. Tension exists between the departments of Labour and Education. The U.S. Constitution stipulates that education is a state matter. However, federal legislation supports vocational/technical education, career services (through the *Workforce Investment Act*) and rehabilitation services. There has been considerable effort to develop comprehensive guidance programs from kindergarten to Grade 12. The National Career Development Association (NCDA) has focussed on accrediting career practitioners to improve the quality of services and enhance the competency of service providers.

In the United States, policy remains fragmented, developed for specific constituencies and not synthesized into a cohesive whole. Frequent changes in the political party in power result in little continuity; what one party initiates usually is not sustained by the next. As a result, it is difficult to evaluate the long-term impact of policies. There is a critical need for practitioners to inform policy by interacting directly with politicians. Career development services are, by nature, socio-political processes. They are shaped in substance and form by policy. The diversity that exists in legislation results in redundancy and regional disparity. For example, many constituencies are concerned with at-risk students. However, they do not work together. As a consequence, policy initiatives directed at the same issue are not rationalized. Three major issues need to be addressed.

- **De-politicalization.** We need to work with bipartisan groups to look at the value of career development.

- **Life-cycle approach.** We need to help politicians see the developmental nature of career development and articulate key outcomes for each phase of life.

- **Co-ordination and integration of services across settings and across government levels.** Specialists tend to be isolated as they function under diverse pieces of legislation. There are some encouraging efforts under way to distribute career services more evenly and equitably across the country.

Rapporteur comments
There is an enormous international intellectual debt owed to the United States. There has, however, been less emphasis on policy.

France Synopsis
In preparing the country paper, efforts were made to consult with the public service, employment services, universities and career experts. All but government/public service provided input. This lack of response is noteworthy.

France has complex systems, characterized by a lack of coherence and co-ordination. Provision of guidance services is managed at the state level. Many information and guidance centres exist in each city, providing free services to all. Staff members in these centres have traditionally been bureaucrats who benefit from supported training, generous incomes and a high degree of job security. The devolution of power to regions has introduced new structures and has resulted in staff who tend to be less thoroughly trained and poorly remunerated. There are three major challenges faced by France today:

- too many players and no national system to pull them together;
- lack of professional qualifications and certification of practitioners; and
- a need for improved supervision for professionals.

Rapporteur comments
The French system is sophisticated and highly professionalized. Many countries lack co-ordination since they have no national body or common framework. A paradox often exists in countries that have strongly professionalized and bureaucratized systems; these highly developed systems are often least amenable to meeting the changing needs of the labour market.

Open Discussion
The prevailing themes arising from the discussion that followed these presentations are summarized below:

- Training can be seen as a "quick fix." We need to be sure that we are providing solutions to the *right* problems and consider the cost of sending people down unnecessary tracks.

- It is important to compare the cost of sending a client for training with the cost of spending an extra half hour to attain a clear sense of client need and service goals (i.e., to get it right from the beginning).

- The importance of clarity regarding the presenting problem is relevant both to individual counselling and to policy development.

- It is important to demonstrate the cost-benefit of guidance and its potential to reduce unemployment.

- It is impossible to de-politicize career development. We can't prevent political interest in this area. It is worth considering, however, what elements of our field are apolitical.

- The focus, substance and form of guidance have changed in response to changing social conditions. Today, we are preoccupied with the impact of the global economy and international competition. Historically, every major event in guidance can be traced to a stimulus in the socio-economic conditions of the time.

Synopsis of Theme Presentation on Foundations of Theory

The publication *Change at Work,* by the National Policy Association, is recommended as a key resource in this area. Three answers are suggested to the question: What do policy makers need to attend to from theory?

- **Values.** Policy represents, through the commitment of funding, an expression of public values. We need to offer our values to policy makers to help shape the definition of problems. How we articulate our practice and define our field can significantly shape how policy develops. We need to remember that as a profession, we are focussed on the intersection between the person and society.

- **Theory.** In 1995, the United States had 160 work-force career development programs, administered across 15 agencies with 40 sub-departments. This delivery system needs a common framework. Super's life space theory offers a useful framework for consideration.

- **Research.** We have a tremendous knowledge base. We need to identify what we (as a community of experts) know for sure that we can take forward to policy makers. Fourteen key research conclusions derived from a literature review are outlined in the theme paper.

A key question to consider is: What are the real implications of transformations in the nature of work? If we agree that work is changing,

then we must acknowledge that *our* work as career professionals is changing too. Forums, such as this one, offer an opportunity to define new models for today and tomorrow. In the past, we tried to "fit" people into positions. After WWII, we moved from a focus on *satisfactory workers* to a focus on *satisfied workers*. Today, occupations are virtually gone. As a result, interest inventories are generally invalid and "career" is fast becoming an obsolete term. Life/work is a more appropriate focus for today. We need to stop fitting people into jobs and start helping people fit work into their lives. Increasingly, we need to focus on meaning, values and self-efficacy.

Denmark Synopsis

The National Danish Council for Education and Vocational Guidance was consulted in preparing Denmark's paper. Through this one point of contact, it is possible to conduct a representative consultation of the entire career community. Service delivery is multi-faceted and highly decentralized. As a result, policy development is fragmented. The country is guided by a "consensus culture" and strong egalitarianism. The collaboration of all stakeholders has been emphasized in building a common policy framework for career development. The country's consensus culture ensures that those affected by policy are directly involved in its development. This decentralized system is like a quilt: It is possible to add new patches relatively easily, but it also risks ending up as incoherent patchwork. Denmark is trying to avoid this.

In Denmark, career education begins in Grade 1, with many people who have diverse levels of training involved in service provision. The field is filled with "barefoot counsellors" — para-professionals who are not adequately trained. Few practitioners in Denmark have graduate training. Professionalization is one of the main policy issues needing attention.

Another important issue for future consideration is "green guidance." What are the environmental implications of career choice? Youth ask moral questions about career choice. They want to know if they will be able to make a difference through their work and contribute to creating a better world. A deep interest is emerging regarding basic values of career counselling and ethical guidelines.

Rapporteur comments

The papers raise many questions. Many services in many countries are based in education. Is this a strength or weakness? Is a highly professionalized system a strength or a weakness? There is an emerging emphasis on the role of values in work — the ecological issue is an example. What implications does this have for practice? It's important to define work as part of life and as existing outside of formal economies.

The Netherlands Synopsis

In the Netherlands, career issues have been firmly rooted in the departments of Education and Labour. Many new issues are emerging, such as lifelong learning, employability, flexible work and refugee demands. These issues are putting pressure on departments such as Economic Affairs, Social Affairs and Internal Affairs, to get involved in the career area. This has created some problems, as our roots have become diffused, but it also has advanced the status of career development. Career development is on the political agenda and more widely recognized by the public.

There has been a return to fundamental theory development. A theoretical concept has been developed geared to expanding individual career competencies and providing a new way to understand work and occupations. The aim is to achieve a more process-oriented, lifelong and coherent approach to career development. A new view of work is seen as useful. It establishes a link between an individual's life theme (What sort of person am I in relation to others?) and work (What sort of work suits the sort of person I am?). This theoretical concept will be a base from which concrete resources and tools are produced.

In education, there have been many recent developments. The long-term impact of educational policy is difficult to assess, however, as policies tend to change before they are fully implemented. Individual schools are responsible for their own curriculum and staffing. There are guidelines, but they are not research based. National education reforms are under way as we move from knowledge-based to skills-based education. Every school must determine its own policy to respond to this shift. There is a general lack of co-ordination of roles and responsibilities in schools. External career services don't tend to understand the questions raised in schools and don't succeed in applying their knowledge to education. They tend not to act as change agents and avoid intervening in the policy, structure and culture of schools. A major initiative of the Ministry, with the National Centre for Career Issues, is under way to stimulate a powerful learning environment in the schools including an emphasis on careers education and guidance.

Rapporteur comments

The value of government investment in theory is worth considering. Very few countries have done this. There tends to be an element of "anti-intellectualism" in this field. If we are serious about our field, however, we must make such investments.

United Kingdom Synopsis

The U.K. paper represents the "official" ministry perspective. In the United Kingdom, the Guidance Council is the major body that represents all key stakeholders. While it functions independently from government, it also incorporates a political perspective. The purpose of the Council is to promote and advise quality guidance. It has three key missions:

- establish standards for practitioners and organizations;
- unlock the latent demand for guidance, determining how aware clients are of services, and increasing consumer awareness; and
- ensure that clear signposts exist to point clients toward needed services.

A continuum exists from information to career development. Quality standards developed by practitioners have been in operation for 18 months. These include standards for service organizations, commercial companies, youth-serving agencies and libraries. Government is now linking funding to adherence to these standards. There is, as a result, a demand for establishing an accreditation body.

Cost-benefit analyses have been undertaken to demonstrate the value of investment in career development. Major resources have been recently invested in adult guidance, linked to quality standards and intended to encourage lifelong learning. Work is under way to develop competency-based qualifications in guidance, and a registry of individual practitioners is being established. Individual learning accounts are being made available to individuals. Quantitative research, quality standards, an increase in customer focus, and the development and support of self-help services and methods are key issues.

Rapporteur comments
It is worth considering the value of individual guidance accounts. It raises the question: Who pays for guidance? The state? The individual? Employers? Perhaps it is worth exploring how all of these might come together on a co-investment basis. National co-ordination has been a topic running through several presentations, so it is worth considering to what extent career development can be co-ordinated nationally.

Germany Synopsis
We need to focus on *creating* careers instead of assembling them. At the Federal Labour Exchange, there has been an effort on identifying labour market needs. About five years ago, they realized that there wasn't enough paid work to go around. This realization led to the question: What do we offer those who cannot find paid work ? It also begs a broader definition of work.

Leo Netiodov postulated the theory of long waves, suggesting that five major waves of development have occurred since the Industrial Revolution. Each wave was in direct response to a societal need. We can look ahead to see hints of what the next wave might be after information technology. What is the biggest need in society? What innovation might bring the sixth wave? What employment opportunities will it produce? The next wave might very well be connected to health, both individual physical health and the health of our environment.

Issues needing to be addressed

- In Germany, there is one central authority for anything related to labour market. This authority has difficulty flexing with changing times. A 1997 evaluation indicated that youth were generally satisfied with career development services; adults were not. A key issue for adults was being provided with access only to existing labour market vacancies.

- There is an increasing split between production, productivity and employment. Information technology is unable to solve this problem.

- Companies are asking for workers who possess both technical competency and the ability to co-operate. Co-operative skills need to be better fostered by schools. People continue to leave school lacking the readiness and motivation for the work that awaits them.

- It is not only the world of work that is changing. In the past, our lives were constructed primarily around work and family. Family structures are disintegrating, and the lack of personal and family time are core factors today.

- There appears to be an emerging focus on values and on questioning the contribution made to society through work. There often is a lack of congruence between an individual's values and available work opportunities.

Rapporteur comments

It is interesting to consider the difference between the "official" ministerial perspective and "underground" perspectives. How do we adapt and change "the dinosaur" to move off in different directions? The German system is an example of one that was exceptionally well positioned to manage the challenges of the industrial system, but is struggling with how to adapt to today's challenges.

Open Discussion

The prevailing themes arising from the discussion that followed these presentations are summarized below, along with a synthesis of points made in the discussion.

Clear and accurate communication/marketing

- We need to market our programs both to policy makers and to clients in clear and accurate language. Those who need services the most tend to know about them the least. We also need to be solid in the information we espouse. What people say and believe about the labour market can influence reality. When we say that occupations are disappearing, for example, are we in fact making it true? Policy makers must be able to trust our information base. We need to build market awareness.

- A universally recognizable symbol for career services is worth exploring. In the tourist industry, there is the universal "i" icon. Wherever people see the icon, they know they can get tourist information and they know what sort of tourist information it will be. We need something that can serve as a signpost to the public that will tell people where they can get career services and what kind of service can be expected. This may be an avenue for finding common ground between policy and practice. It would force both policy makers and practitioners to describe what they value in simple language. We would need to develop a symbol that is easily recognizable and be able to describe services in easily understood terms. Then, of course, we will need to meet the expectations we have nurtured.

Avoid one-dimensional thinking

- Government funding of theory development is positive (as in the Netherlands), but we must be careful that this does not allow simplistic conclusions, for example expecting one theory to explain adequately everything related to counselling and career development. This could limit policy development and the scope of funding.

- We live in a pragmatic society that doesn't engage much in theoretical discourse. Those who develop policy often try to fit individuals into their box rather than trying to develop programs grounded in real needs.

- The sixth wave may be related to life/work balance. In China, financial crises and resultant cutbacks mean that individuals are now doing the work of three people and are working 16- hour days. We need to find ways to place more reasonable demands on workers and focus more on improved quality of life.

Report Back from Discussion Groups

The following comments summarize the salient points arising from small group discussions. They have been grouped into common themes.

Foundations - staying grounded

- **Holistic approach.** We need to embrace a *broad* career development perspective, considering a variety of life roles and key transition points at which people will need assistance. We need to build a common understanding, integrating education and labour, and consider its potential as a bridging concept with policy.

- We must maintain our **focus** on affirming human dignity and building client self-esteem.

- **Lateral thinking.** Can we build a developmental approach and actually teach it? We need to broaden our base beyond occupations and traditional assessment.

- The **values/ethics** of the profession must drive our communications as well as the need for clarity.

Training challenges

- Training for career practitioners was a recurring thread through these discussions The presence or absence of training opportunities in the following areas bears examination (i.e., marketing, communication, occupational research and theoretical discourse and theory development).

- The competencies of individuals and organizations to deliver guidance need to be clarified. Increasingly, funders will demand answers to the question of competency.

- Different training is needed for different roles. We need to construct, review and reform training and ensure that training is linked with the real world. Institutionalized training is needed; front-line training grounded in experience is also needed.

- Career development is a cross-curricular activity. If literacy and numeracy are driving the agenda, career may be lost. Training needs to include the flexibility to juggle many priorities.

- We need to develop a simple, clear description of career development that can be understood by clients and policy makers alike. We need to get down to the basic question of what quality career services give to people. We need to find language to describe career development that parents would understand. This is a training as well as a communications issue.

- We need to market what we do — upward, downward and laterally. How do we raise awareness and unlock the latent demand? We know that huge demand exists, but how do we connect and reach out to the demand market? This is also a training issue.

How do we influence government and policy makers to get things done?

- Finding the rights words is important.

- If we can secure high-level commitment in government, then we'll benefit from a trickle down effect.

- Policy makers now are interested in service delivery models and cost-benefit demonstrations. Making the practical links between our research and theory and policy development could provide leverage.

- We must consider the potential influence exerted by industry. In Germany, industry is a consumer of career services, but in the United States, industry is a participant.

- Career development must demonstrate that it offers solutions to real issues. Combatting social exclusion is one strong example.

- Anything related to policy must address linkages between education and labour. We tend to suffer from a lack of labour input.

- Governments must not adopt the concept of self-managed careers and individual career responsibility as an easy way out from providing career services. To prevent this, standards to evaluate self-managed interventions, core programs and services, and outreach services for those who cannot self-manage will be needed.

Issues/challenges that need to be addressed

- We need to address a broader definition of work. We need to be positioned to catch the next wave, and this will include new ways to define work.

- It is difficult for any individual country to fund research. We need to collaborate and co-ordinate our research efforts internationally.

- Green guidance is an emerging issue worth further exploration. How can we put this into practice?

- Research needs to focus on demand. What do consumers perceive, need and want? Shift from supply-driven research to demand-driven research.

- New partners are needed to expand our visions. These include futurists, economists, bankers, insurance companies as well as more labour involvement.

Rapporteur Summary

The issue of health and balance is fundamental. It is an interesting irony that our profession is equally mired in burnout and extreme work habits. In many ways, we are in a privileged position because we tend to derive satisfaction and meaning from our professional endeavours. This congruence in work means that, to a great extent, we function at the higher levels of Maslow's hierarchy. This is not true for many (perhaps most) workers. How do we address the massive needs of people in very diverse situations? For the most part, this group represents the world's most wealthy countries. Is career development an indulgence for the rich?

Values, individual self-management and political destabilization are key themes that emerged. Different political groups will push for different perspectives. How do we build identity and momentum? As we consider needs related to efficiency, economic competitiveness, equity and the green perspective, it's important to note that these have their own "baggage." Policy makers tend to be distrustful of practitioners because they are seen as

inevitably self-interested. Practitioners sometimes view policy makers as a necessary evil that distracts them from their true passion. We each project our own bias and stereotype onto each other. Ultimately, however, we are all engaged in addressing the common purpose of meeting individual needs.

We need to bring the debate back to the level of the individual. Is our focus on societal values diverting attention from the individual? Therapeutic counselling in schools has been emphasized. Is this a response to the holistic needs of the individual or does it represent a highjacking of the issue by particular constituencies?

DAY 3

Background Note

Day 3 was structured around three key objectives:

- provide opportunities for participants to consolidate their observations and learn from the event;
- synthesize the input on ways in which countries can be resources to other countries; and
- arrive at an action plan that advances the goal of improving the policy-to-practice interface.

The process of Day 3 was as follows:

- observations/reflections of theme authors related to the theme of their paper and to policy-to-practice themes in general;
- rapporteur presentations bringing forward perceptions of frequently occurring themes and emerging points of consensus (This took the form of a draft statement of intent., i.e., a definitive statement of consensus arising from the meeting.);
- a "fishbowl" where selected policy people discussed key questions and provided an opportunity to hear policy perspectives; and
- working groups to review the statement of intent and achieve consensus on an action plan.

Observations from Theme Authors

The final day of the Symposium began with a brief synopsis of observations and impressions from the theme authors. The highlights are itemized below.

- The career development profession is verbally focussed. The words we use in our practice are important tools for self-definition. They become our labels. We need to be certain they make sense outside our profession. Do we, for example, need alternative terms for career counselling, career development, even the concept of career? What does "employability" mean in contemporary terms? What about terms such as "work-based learning?" For whom are we engaging the terms? Our

clients? Policy makers? Researchers? Parents? Perhaps we need to consider using differentiated terminology for different groups and different outcomes.

- We need to develop marketing plans to sell ourselves to policy makers and others. We need a simple, clear description of career development. What do we do? We need to develop an executive summary of what we know for sure about career development.

- We need to complete an executive summary of research and create a 10-page booklet that includes empirically validated ideas and programs. We need to demonstrate that we are grounded and scientific.

- We need to be clear about the intended audiences for these executive summaries, and perhaps we will need several versions to communicate with our various audiences.

- Career practitioners do not understand policy. It is under-emphasized and not taught in training programs. Thus, it is difficult to expect career development practitioners to intervene directly in policy development. Attention is needed to define what practitioners need to know and also the training implications.

- We need to understand learning organizations and make the connection for students that their work in schools is career relevant.

- We need to work on securing legislative funding and provincial support for quality.

- We need to solve real problems and be seen to solve real problems.

- We traditionally have viewed employers as consumers rather than participants. What do we mean by employer participation? How do we foster the participation of employers in initiatives such as on-the-job training, apprenticeship and coaching?

- There are several items that need to receive prominence on the research agenda.
  - Policy research must become a higher priority.
  - We need to switch our research emphasis from supply to demand. Expectations of our clients for our services are not well understood. How and for whom are our services designed? We might, for example, ask 1,000 youth what they want in the domain of career guidance, complete data collection and qualitative analysis, and use the results to develop new ways of doing business.
  - Consumer research should include collecting profiles of new workers to see if our current models are adequate to deal with the resulting profiles.

- What occupations are affected by the changing nature of work? We need to focus research on the lower socio-economic groups and their work and lived experiences. Is career development for all or a luxury service? This is an issue we must keep in focus.
- We need flexibility in policy, not a one-size fits-all approach.
- Another follow-up route is to collaborate with IAEVG and support them in their continued policy work.

- Technology is being increasingly used to meet service needs. Making careful links between technology, levels of service and career development outcomes is critical. The levels of service provided should always be the result of dialogue with the client. We must not over-emphasize technology. If technology is being treated as the answer we must be sure we know the question.

Rapporteur Presentation

Based on the discussions of the previous two days, a draft statement of intent was prepared and circulated to participants for comment and suggestions. There was a brief period of open discussion, and participants had until mid-afternoon to make specific suggestions for how the draft needed to change in order for them to be comfortable with it. All comments were incorporated into the final version of the statement of intent, which was again validated with participants at the end of the meeting.

Policy Fishbowl

The policy fishbowl was intended to provide a glimpse of the way in which policy makers think about issues and to help the professional community understand better the types of issues that policy makers consider important. The policy fishbowl proceeded uninterrupted for about one hour, and was followed by a general question period. The policy makers were asked to consider three questions.

- As policy people, what stood out for you in the last two days?
- What do you need to hear from practitioners to take them seriously?
- What is your general sense of how naïve we (the professional community) are in terms of policy? What don't we get?

The discussion was rich and challenging to summarize. The comments have been grouped, as far as possible, into prevailing themes and are summarized below.

It is important to build a bridge between policy and practice.

- Practitioners need to give more thought to the process of communicating with policy makers. Government bureaucrats are still

seen as intimidating people. We need to get over that perception and use our counselling skills for communications and negotiations with policy makers.

- Networking is the key to building bridges between practitioners and policy makers. Relationships with policy makers should not occur just at times of crisis when there is a funding need. We must maintain a continuous flow of information.

- There is a need for formal relationships with those in positions of decision-making authority so there is a long-term investment by both parties.

- Practitioners need to find a way to reach politicians in a non-confrontational manner. Bring politicians "solutions," not problems.

- Consider that practitioners are thinkers who can guide our field, and policy people are those with the authority and power to make a difference.

People need to be more clear about how they define policy makers.
The bottom line is that policy makers are:

- the people with the money;
- the decision makers, the people with the power; and
- power can come from legislation or from holding the purse strings.

Practitioners need to find out who the policy makers are listening to and what messages they seem to hear.

- From a policy perspective, the consumers need to be viewed as "the public," not just those who use career development services. Government listens to "the public."

- There is a need to understand what the public wants and needs.

- Groups that get the ear and commitment of the government do not always represent the best or most worthy causes.

- Practitioners need to articulate clearly their needs and back up their case with research.

Practitioners need to understand that they should be developing career development policy, not leaving it to the policy makers.

- Practitioners should do an analysis of what policy areas they want government to address and tell them what they want that policy to look like.

- Policy makers and the public will use our words (i.e., the words we want them to use), if we coach them to do so.

Practitioners need to rethink how they view outcomes.
The policy in math instruction focusses on student learning, not on how math is taught. Similarly, in career development, the focus should be on outcomes of service, not only on service delivery. Ask the question: What policy outcomes are important? *not* How should these outcomes be achieved?

The role of the press in influencing policy makers is huge.
The first thing that politicians do each morning is have a press briefing. As a profession, we are silent and not evident in the media.

- We need a "killer" fact sheet, a one-page document that communicates the profession in a clear and compelling manner.

- To get there, we need a backgrounder paper looking at what we know can be accomplished through the career development profession.

The advantage of the career development field is that it is relatively apolitical and can be positioned within the broad spectrum of political viewpoints. This is not true of all domains.

The next symposium theme could be entitled Politics, Policy and Power.

Process Note

Following the policy fishbowl, participants spent some time individually generating possible areas for follow-up action. These were laid out in a central spot in the meeting room, then grouped into thematic clusters by the facilitators. Participants were then assembled and the thematic clusters were validated with the group. Following this, participants self-selected into groups to develop action steps that would be needed to accomplish a meaningful step forward. The groups reported back in plenary, and an action plan was synthesized from the group reports. All participants were invited to be part of any of the steps identified in the action plan. Thus, there was a sense of shared ownership for the resulting plan.

Rapporteur Comments

The statement of intent has been revised, trying to incorporate as many suggestions as possible in a meaningful way. A more complete commentary paper will be produced as well, outlining the observations and conclusions derived from the Symposium. (See Chapter 21.)

The follow-up plans look exciting and could result in major impact in our field. The Canadian Career Development Foundation (CCDF) has done a brilliant job in organizing this meeting and should be the driving force behind co-ordinating the follow-up. It will be useful also to link with IAEVG in our follow-up activities. The plan for a follow-up meeting in Vancouver in 2001 is one we can all look forward to. In preparing for that

meeting, we need to explore how we can involve other countries in future meetings and which other countries should be included.

On a personal level, this meeting has been the most powerful international event ever experienced in my professional career. If we can follow up, it could be the beginning of significant change.

Closing

The symposium ended with a series of planned and spontaneous thank you comments. The facilitators thanked the translators, technicians and the CCDF staff for their planning, co-ordination and on-site attention to details. They thanked the theme authors (Ed Herr, Marcus Offer, Norm Amundson and Mark Savickas), the rapporteur (Tony Watts) and Phil Jarvis, who helped with the facilitation of the small group discussions. Profuse thanks were given to the delegates, for their commitment, tolerance of language, sharing of expertise and willingness to flex with the air time limitations. Finally, thanks were extended to Human Resources Development Canada for funding the co-ordination of the Symposium. Several participants extended thanks to the Steering Committee for its vision in seeing the potential for the Symposium and their work in planning the event, and to the meeting facilitators (Lynne Bezanson and Bryan Hiebert) for their sensitivity to the needs of participants and their ability to balance the need to stay focussed with the importance of flexing to accommodate the flow of the meeting. There was firm resolve to meet again in two years to review progress, renew conviction and extend international collaboration for national action.